

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy Grades K-2 – Version 5

Grade: Literacy Lesson/Unit Title:

Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of K-2 ELA/Literacy CCSS for teaching and learning. Includes a clear and explicit purpose for instruction. Selects quality text(s) that present characteristics similar to CCSS K-2 exemplars (Appendix B) and are of sufficient scope for the stated purpose. Provides opportunities for students to present ideas and information through writing, drawing, and speaking experiences. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Emphasizes the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principal, high frequency sight words, and phonics). Includes specific fluency-building techniques supported by research. (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. Builds students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts that build knowledge within a topic. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-related questions. Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video, and other media). Academic Vocabulary: Focuses on building students' foundational vocabulary and concepts of syntax throughout instruction. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focuses students on directly experiencing a progression of texts as they learn to read. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent grade-level reading. Balance of Texts: Focuses instruction equally on literary and informational texts as stipulated in the CCSS [p.5] and indicated by instructional time (may be more applicable across a year). Balance of Writing: Includes prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing, and speaking about texts. Addresses instructional expectations and is easy to understand and use. Integrates targeted instruction in such areas as grammar and syntax, writing strategies, discussion rules, and all aspects of foundational reading. Provides extensive, easily implemented materials to support students who need more time and attention to reach automaticity with decoding. Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level complex texts and read alouds that are at higher levels of complexity; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on sections of text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding, and progress toward independence. Integrates appropriate, extensive, and easily implemented supports for students who are ELL, have disabilities, or read well below grade level. Provides extensions and/or more advanced text for students who read well above grade level. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Includes a progression of learning where concepts and skills advance and deepen over time. Gradually removes supports, allowing students to demonstrate their independent capacities. Provides for authentic learning, application of literacy skills, and/or student-directed inquiry. Includes independent reading based on student choice and interest to build stamina, confidence, and motivation. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are developing standards-based skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS. Assesses student skills using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

Rating Scale for Each Dimension:

- 3: Exemplary - meets all of the essential criteria in the dimension.
2: Improve - meets most of the essential criteria in the dimension; needs improvement in a few areas.
1: Revise - meets some of the criteria in the dimension; needs significant revision in some essential areas.
0: Not recommended - does not meet the criteria in the dimension.

Overall Rating for the Lesson/Unit:

- E: Exemplary Lesson/Unit - meets all or most of the essential criteria in all four dimensions (mostly rated "E").
I: Exemplary if Improved - needs some improvement to meet all of the essential criteria in one or more dimensions (rated "E" or "I").
R: Needs Revision - is a "work in progress" requiring significant revision to meet the criteria in multiple dimensions (rated "I" or "R").
N: Not Recommended - does not meet the criteria in most of the dimensions (rated "R" or "N").

